

The Cricket in Times Square

By George Selden



Photo copyright 2010 Richard Chase



Inside the Underground Subway

Where our story takes place.

Photo copyright 2011 Rich Pense



Platform



Where people wait for the train to arrive

Finding the subway



Large signs tell where to
go to get to the subway

Stairs leading underground to the subway

Times Square New York



Hotel Astor

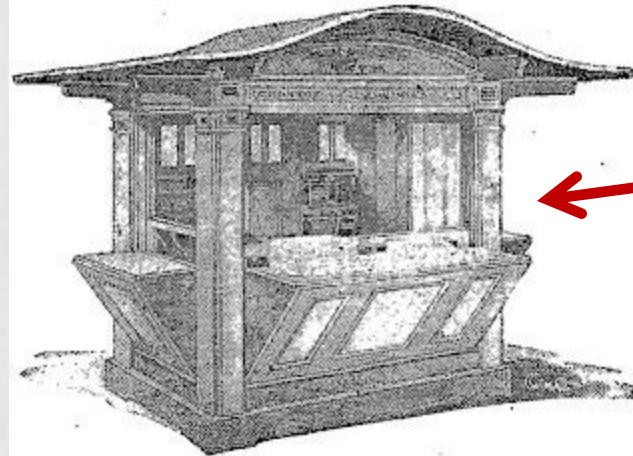


Hotel Astor is mentioned in our book on page 32.

News Stands

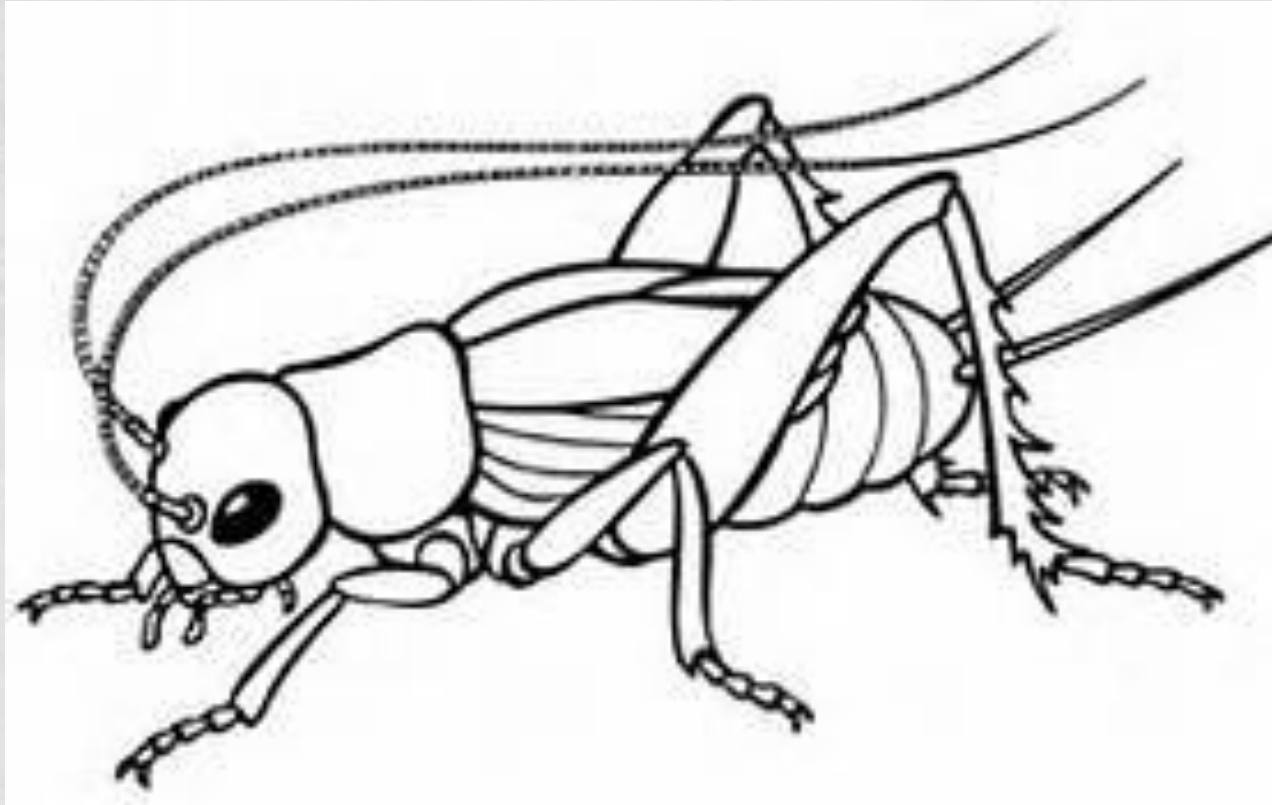


DESIGN FOR NEWS BOOTH



This is similar to what Mario's family owns.

Crickets



[Cricket Video](#)

Essential questions

- Is the happiness of one, more or less important as that of the masses?
- Should you act honorable even if it means you could get into trouble?



Journal set up

Is the happiness of one, more or less important as that of the masses?

Should you act honorable even if it means you could get into trouble?

Chapter 1

Vocabulary:

Drain pipe: a large pipe that is used to carry away waste

Subway station: a terminal where subways load and unload passengers.

Scrounging: to borrow a small amount with no intention of returning

Newsstand: a stall or small shop where newspapers and magazines are sold

Conductor: a person who drives the train

Shuttle: train car

• Journal:

– Summarize chapter 1

– Write about:

- What do you think the sound is at the end of chapter one?

* Add to essential question T-chart



Character analysis

- Tucker
(Together)



Chapter 2

Vocabulary:

Sheen: shining

Matchbox: a small cardboard box used to hold matches

Cautiously: in a careful manner

Scornfully: in a mean or rude manner

Peculiar: strain or odd



• Journal:

– Summarize
chapter 2

– Write about:

- What kind of person is mama? Use evidence for the story.

* Add to essential question T-chart

Character analysis

- Mario (together)



Chapter 3

Vocabulary:

Eavesdropping: to listen secretly to a private conversation

Melody: music

Wistfully: in a longing or yearning way

Haunches: the hindquarters of an animal

Forlornly: in a sad manner

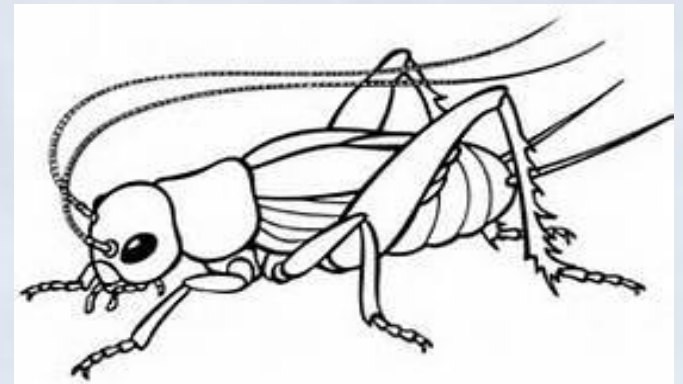
• Journal:

–Summarize chapter 3

–Write about:

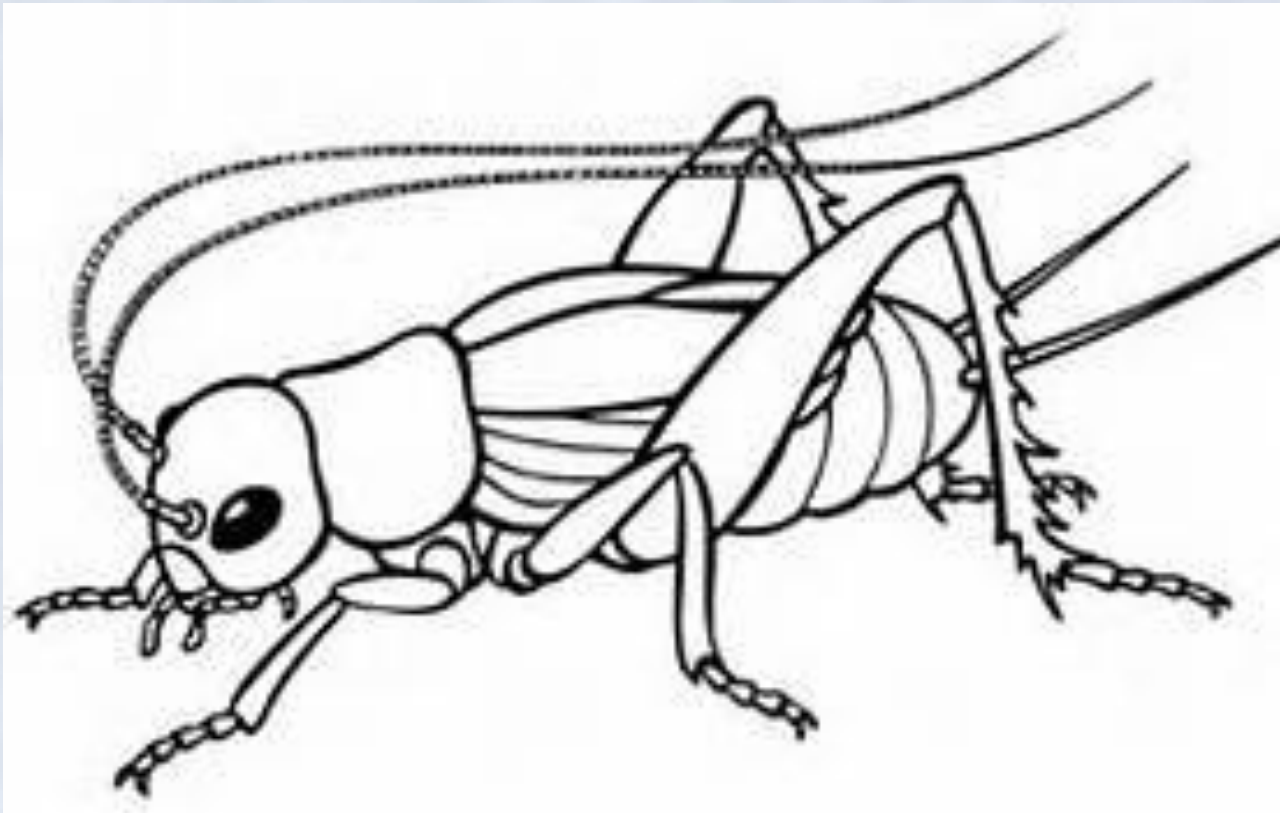
Retell, in your own words, Chester's adventure to New York.

* Add to essential question T-chart



Character analysis

- Chester (partner)



Chapter 4

Vocabulary:

Acquaintance: a person you know, but not well

Leery: wary or suspicious

Venturing: to take trip or journey

- Journal:
 - Summarize chapter 4

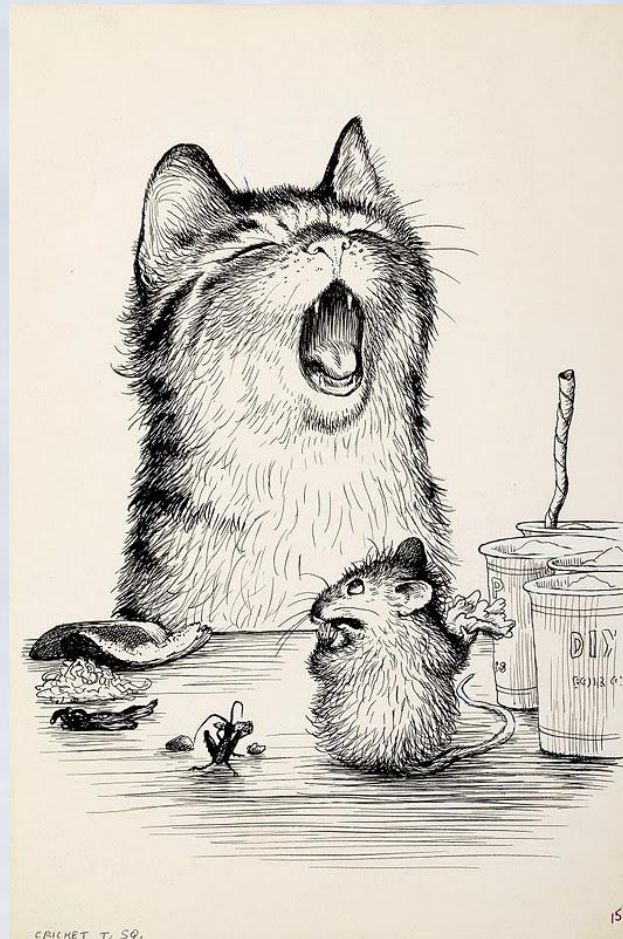
* Add to essential question

T-chart



Character analysis

- Chester Cat (individual)



Project 1

- **Focus question:** Could these three animals be friend in the real world?
- **Objective:**
 - Conduct a short research project.
 - Write a paragraph that answers the focus question and present it in a power point or poster.
- **Vocabulary:**
 - Opinion, claim, evidence
 - Introduction, topic sentence, conclusion
 - Transition words

Rubric

3rd Grade Opinion Writing Rubric

Components	4 points	3 points	2 points	1 point	total
Focus	Clear opening statement that gets the reader's attention and includes an opinion that is clearly stated, focused and maintained.	Opening sentence that includes an opinion that is clear and for the most part maintained.	Opinion is stated but is unclear or unfocused	Opinion is attempted, but is confusing and has no focus.	
Development	Clearly states at least three reasons with at least two supporting details for each reason.	Clearly states two reasons with at least two supporting details for each reason.	Clearly states reasons with at least one supporting detail for each reason.	Reasons are stated but there are no supporting details.	
Organization	Reasons and details are written in a logical order with an effective and consistent use of transitional words and strategies.	Reasons and details are expressed in a logical order with sufficient use of transitional words and strategies.	Reasons and details are expressed with some use of transitional words.	Reasons are expressed with no transitional words.	
Conclusion	The opinion is clearly paraphrased. (Restated in different words)	The opinion is clearly restated. (restated in same words)	The opinion is restated.	The opinion is restated but is unclear or confusing.	
Mechanics	Sentences are varied and flow well. There are no errors in grammar, punctuation, capitalization, and spelling.	Sentences are varied. There are no more than three errors in grammar, punctuation, capitalization and spelling.	Sentences all start the same or similarly. There are no more than four errors in grammar, punctuation, capitalization and spelling.	No sentence variation. There are several errors in grammar, punctuation, capitalization and spelling.	
				Total Score	



Power point or poster


Components	3 points	2 points	1 point	Total
Organization	Has an appropriate title that fits the content area and includes the author's name, has at least 3 supporting details that includes pictures.	Has a good title that fits the content and includes the author's name, has at least 2 supporting details with pictures.	Has a title with or without author's name, has 1 supporting detail with 1 or no pictures.	
Visual Appeal	Creatively uses colors, pictures and design to create a presentation that is visually pleasing and contributes to the overall presentation. Word size is appropriate and is easy to read.	Good use of colors and pictures to create a presentation that is visually good. Word size varies and is somewhat hard to read.	Use of some colors and pictures to create a presentation that is visually busy. Words are too dark/light or too small and is difficult to read.	



Are you lucky?

- **Focus question:** Can an object affect your luck?

- 
- 
- **Objective:** Choose a lucky object and conduct experiments to see if it is lucky.

- 
- **Journal:** Create a section in your journal labeled: **Lucky project**. You will record your observations throughout the section.

Chapter 5

Vocabulary:

Literal and non-literal

**Context clues, word
structure, meaning**

Instinct:

Prophecy:

China Town:

- **Journal:**

- Summarize chapter 5 in partners
- Compare the food Chester ate at home to the food he is getting in the city. Use a Venn- diagram
- Add to essential question T-chart



Chapter 6

Vocabulary:

Abrupt:

Knickknacks:

Novelties:

Ivory:

Pagoda:

- Journal:
 - Summarize chapter 6 in partners
 - Write down Mario's fortune. What do you think it means? Explain your answer.
 - Add to essential question T-chart



Chapter 7

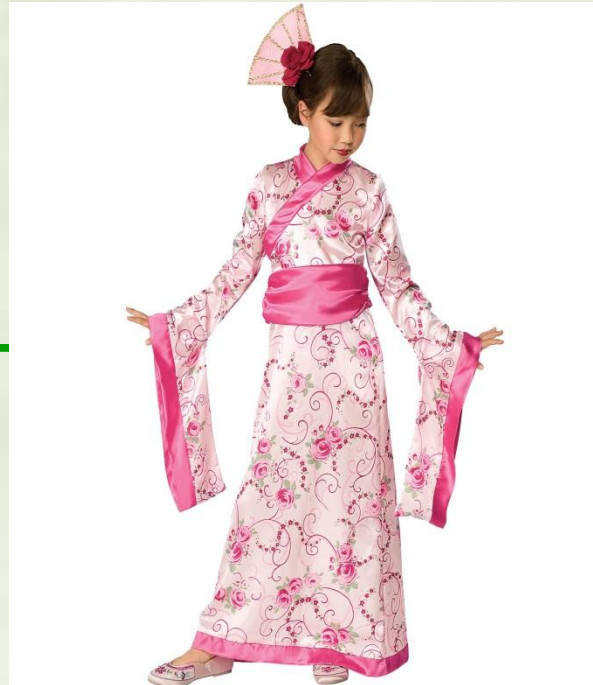
Vocabulary: A/B partners

Souffle':

Kimono:

Luxury:

Burrowed:



- **Journal:**

- Summarize chapter 7 in partners

Write about it:

- Explain why Chester didn't like the pagoda. Do you think this is reasonable? Explain why or why not.
- Add to essential question T-chart

Chapter 8

Vocabulary: A/B partners

Unsavory:

Fidget:

Sensation:

Peril:

- Journal:
 - Summarize chapter 8 in partners

Write about it:

What is honor? What does it mean to act honorable? How does Chester act honorably?

Add to essential question T-chart



Chapter 9

Vocabulary: individual

- Journal:
 - Summarize chapter 9 in partners
 - Add to essential question T-chart



Lucky Project

- **Focus Question:** Can an object affect your luck?
- **Objective:**
 - Conduct a short research project on Chinese and crickets.
 - Review and create a short paragraph that answers the focus question.
 - Do a group presentation on findings using a power point, poster or writing a paragraph from cricket's point of view.

Vocabulary:

Informational essay

topic sentence, claim, evidence

introduction, transition words, conclusion



Lucky Project Rubric

3rd Grade Informational/Explanatory Writing Rubric

Components	4 points	3 points	2 points	1 point	total
Focus	Clear opening statement that gets the reader's attention and includes a clear topic sentence that focused and maintained.	Opening sentence that includes a topic sentence that is clear and for the most part maintained.	Topic is introduced but is unclear or unfocused.	Topic sentence is attempted, but is confusing and has no focus.	
Development	Clearly states at least three descriptive supporting details about the topic.	Clearly states two supporting details about the topic.	States at least one detail that is loosely based on the topic.	Details are stated but are not focused on the topic.	
Organization	Details are supportive and written in a logical order with an effective and consistent use of transitional words.	Details support the topic and are expressed in a logical order with sufficient use of transitional words and strategies.	Details vaguely support topic and there is some use of transitional words.	Details are vague and no transition words are used.	
Conclusion	The topic is clearly paraphrased. (Restated in different words)	The topic is clearly restated. (restated in same words)	The topic is restated.	The topic is restated but is unclear or confusing.	
Mechanics	Sentences are varied and flow well. There are no errors in grammar, punctuation, capitalization, and spelling.	Sentences are varied. There are no more than three errors in grammar, punctuation, capitalization and spelling.	Sentences all start the same or similarly. There are no more than four errors in grammar, punctuation, capitalization and spelling.	No sentence variation. There are several errors in grammar, punctuation, capitalization and spelling.	
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Power point or poster presentation

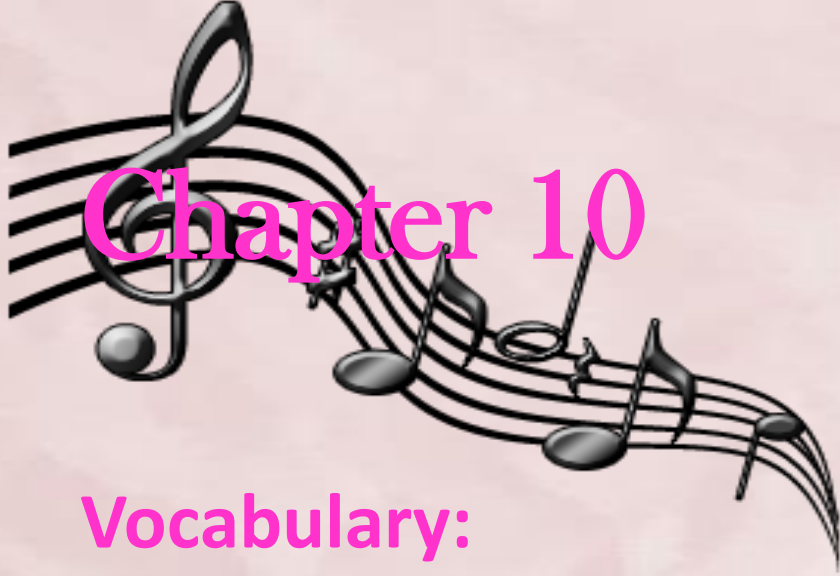
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Visual Appeal	Creatively uses colors, pictures and design to create a presentation that is visually pleasing and contributes to the overall presentation. Word size is appropriate and is easy to read.	Good use of colors and pictures to create a presentation that is visually good. Word size varies and is somewhat hard to read.	Use of some colors and pictures to create a presentation that is visually busy. Words are too dark/light or too small and is difficult to read.	
Group presentation	All members presented equally and actively. Voices were easily heard and understood and made good eye contact and had good posture.	All members presented, but one took the lead. Voices were easily heard and understood most of the time. Most members made good eye contact and had decent posture.	Only one member presented. Voices were difficult to hear and understand with little eye contact and poor posture.	

Let's Ponder . . .

Focus Question:

- Should great talent be shared?





Vocabulary:

Point of view

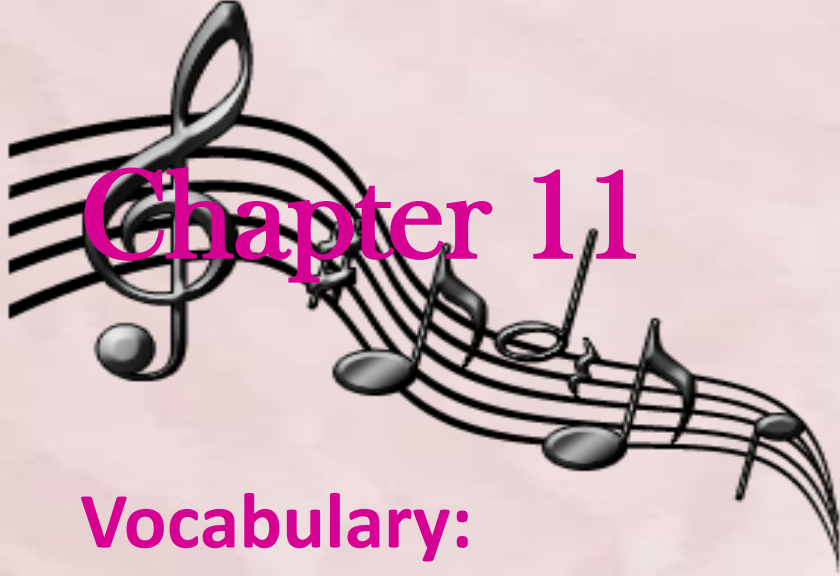
- Journal:

- Summarize chapter 10 individually

Write about it:

Add to essential question T-chart





Chapter 11

Vocabulary:

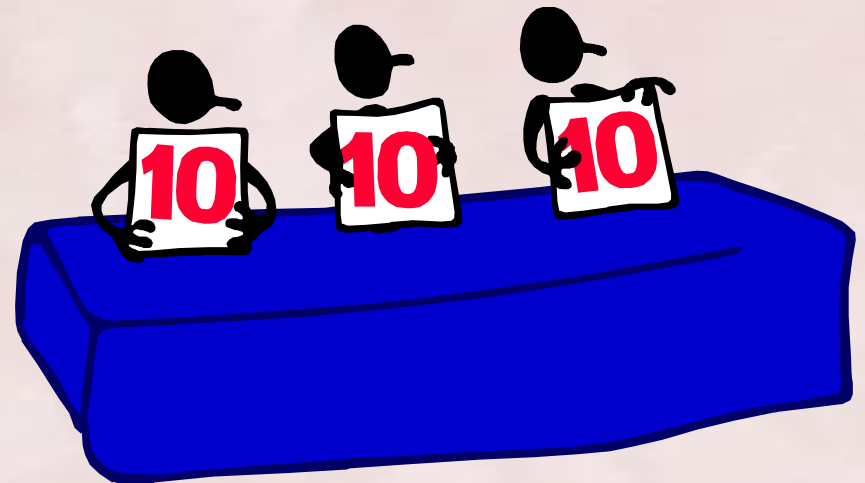
Point of view

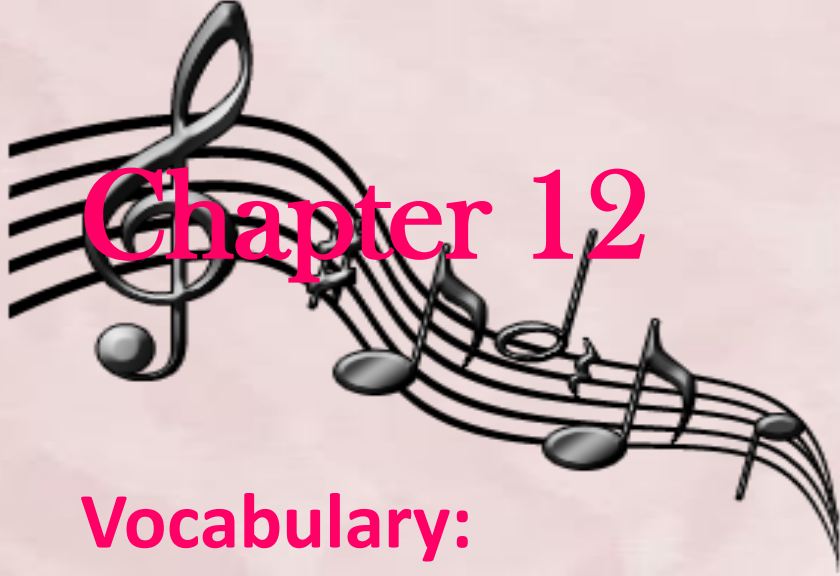
- Journal:
 - Summarize chapter 11 individually

Write about it:

What does it mean to be a good judge of character?

Add to essential question T-chart





Chapter 12

Vocabulary:

Point of view

- Journal:
 - Summarize chapter 12 individually

Write about it:

How might Chester bring luck or fortune to the Ballinis?

Add to essential question T-chart



Close Reading Project

- **Focus Question:** Should great talent be shared?
- **Objectives:**
 - Do a close read on Mr. Smedley's letter.
 - Create a letter to the editor telling about your own special talent.
- **Vocabulary:**
 - Letter format
 - Annotate
 - Code text

Letter Rubric

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Chapter 13

Vocabulary:

- Journal:
 - Summarize chapter 13 individually

Write about it:

How has Mama's opinion of Chester changed from the beginning of the story? Explain your answer and use evidence from the story.

Chapter 14

Vocabulary:

- **Journal:**

- Summarize chapter 14 individually

Write about it:

How did Chester's music effect the audience? Explain your answer and use evidence from the story.

Chapter 15

Vocabulary:

- **Journal:**
 - Summarize chapter 15 individually

Write about it:

Think about Chester's adventures in Times Square, do you think it was a good experience? Explain answer, give evidence from the story.

Final Project

- **Essential Questions:**

- Is the happiness of one, more or less important as that of the masses?
- Should you act honorable even if it means you could get into trouble?

- **Objectives:**

- Choose an essential question, use your journal notes, and create a 3-5 paragraph essay that answers the question you choose.
- Create a class book.

- **Vocabulary:**

- Claim, evidence
- Paragraph format
- introduction, transition words, conclusion

Final project Rubric

3rd Grade Opinion Writing Rubric

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